**Neshannock Jr/Sr High School Lesson Plans**

**Name: Laura Cipriano** **Teaching Assignment: English 12 General**   **Dates: February 7 – February 11, 2011**

***Learning Outcomes* *Instructional Activities* *Assessment + Type (D,B,F,S) PSSA/SAS Embedded Activities***

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| Monday,  2/7 | -Students will understand the meaning of and apply key vocabulary.  -Identify and apply word recognition skills. | -Students will take L18 Vocabulary Test.  -Students will complete practice exercises for L19.  -Remaining class time will be used to work on AR Reading and *Hamlet* Blog Project. | -Unit Vocabulary Test (S)  -HW: Definitions and Practice Exercises (F)  -Working Notes – (F) | -Students will work toward a reading goal of 25 books/year.    Blog Activity |
| Tuesday,  2/8 | -Students will compare and contrast themes across cultures.  -Develop an appreciation of Shakespeare’s language  -Use performance as a way to understand Shakespeare. | Word Splash: double entendre, pun, metaphor, simile, alliteration, anastrophe, allusion, parallel construction  -Hamlet: Words, Words, Words: A Closer Look at Language  -HW: Blog Entry | -Word Splash – (F)  -Discussion – (F)  -Blog Entry (Collins’ Type 3) – (F) |  |
| Wednesday,  2/9 | -Recognize universal themes in *Hamlet* by end of unit. | -The Motive and the Cue for Passion: The “O, What a Rogue” Soliloquy  -Act II Review | -Guided Reading – (F)  -Discussion – (F)  -Blog Entry (Collins’ Type 3) – (F) |  |
| Thursday,  2/10 | - Develop an appreciation of Shakespeare’s language  -Use performance as a way to understand Shakespeare. | - Act II Quiz  - “To Be or Not to Be”: Voicing the Argument  Students will convert the soliloquy to argument and read it with two voices to demonstrate Hamlet’s inner conflict.  -Discussion: Does Hamlet resolve his conflict? | -Act II Quiz – (S)  -Discussion – (F)  -Blog Entry (Collins’ Type 3) – (F) |  |
| Friday,  2/11 | -Develop an appreciation of Shakespeare’s language  -Use performance as a way to understand Shakespeare. | -“Ha, Ha, Are You Honest?” The Nunnery Scene  -Students will perform 3 interpretations of the nunnery scene.  -Students will support acting decisions using textual support. | -Discussion – (F)  -Blog Entry (Collins’ Type 3) – (F) |  |

LESSON PLANS, NOTES, HANDOUTS, VOCABULARY LISTS, CLASS CALENDAR, RESOURCES, AND LITERATURE LINKS CAN BE FOUND ON THE CLASS WEBSITE:

<http://www.englishwithcipriano.wikispaces.com> .